



UNITED STATES MARINE CORPS
MARINE CORPS EDUCATION COMMAND
MARINE CORPS UNIVERSITY
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JUN 6 2006

MARINE CORPS UNIVERSITY POLICY LETTER 06-06

From: President, Marine Corps University
To: Distribution List

Subj: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

Ref: (a) MCO 1553.4__ (Professional Military Education)

Encl: (1) MCU Curriculum Review Board Schedule
(2) Biennial Curriculum Approval Template
(3) Curriculum Change Template
(4) PME Continuum Change Template

1. Purpose. To provide guidance on policies and procedures contained in reference (a) as they relate to the University's curricula content. This policy also provides direction for incorporation of the PME continuum within the curricula of Marine Corps University colleges/schools/academies.

2. Cancellation. This Policy Letter cancels Marine Corps University Policy Letter 13-04.

3. Background. The Curriculum Review Board (CRB) is the University oversight mechanism to direct long-range, strategic planning, coordination, and integration of the PME continuum within the curricula of MCU. Course content and assessment data related to the accomplishment of established course learning outcomes are reviewed to ensure a progressive building-block approach is utilized throughout resident and distance education course development. The CRB reviews curricula, evaluates the incorporation of the PME continuum within the programs of instruction, identifies linkages/gaps among the various MCU programs of instruction, and evaluates the academic rigor of the programs. It records detailed results in a record of proceedings that are filed in the Vice President for Academic Affairs (VPAA) Office.

4. Requirements

a. CRB Chairmanship. President, MCU, is responsible for all educational programs at the University. The President is

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

the convening authority for the CRB and is the final decision-making authority. The President shall chair each biennial curriculum approval meeting wherein each school/college/academy submits its program of instruction for approval.

b. Curriculum Approval. The MCU CRB Schedule, enclosure (1), lists the approximate timeframe for schools to biennially submit their curriculum proposals to the VPAA for approval by the CRB. Directors presenting schoolhouse curricula for biennial approval must support their curriculum by providing the VPAA and CRB the evaluation data articulated in enclosure (2). Schools proposing changes to their curriculum, outside of the regularly scheduled biennial review, will submit their review requirements by providing the VPAA and CRB the evaluation data articulated in enclosure (3). Rank Advocates proposing changes to the PME continuum will submit their change proposals by providing the PME Continuum Working Group (see paragraph 6) the evaluation data articulated in enclosure (4). Changes to the PME continuum will be approved by the CRB and President, MCU prior to being forwarded to the MCU schools/colleges/academy or Academic Council Working Group for incorporation into the MCU curricula. Upon receipt of a curricula or PME continuum change proposal, the VPAA will schedule a meeting of the CRB to review the proposed change prior to its implementation by the college/school/academy. The office of the VPAA attends to all administrative matters associated with the conduct of CRB business.

5. Curriculum Review Board (CRB)

a. Purpose. A CRB is convened to ensure rank-specific elements of the PME continuum directed by the Office of Secretary of Defense; Chairman, Joint Chiefs of Staff; Commandant of the Marine Corps; external and internal professional military education bodies; Marine Corps Centers of Excellence and Fleet Marine Force submissions; student feedback; analytical surveys from other organizations; etc., are properly incorporated into the curricula of each MCU school/college/academy. The CRB will identify linkages/gaps/impacts on the curricula of the various educational programs at MCU related to incorporation of the PME continuum within the programs of instruction. In addition to ensuring the inclusion of the appropriate elements of the PME continuum within the curricula, the CRB will evaluate the academic rigor of the programs and analyze the accomplishment

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

of identified course learning outcomes for each MCU school/college/academy. A CRB must be convened biennially for each school/college/academy in order to review and approve the existing curricula. A CRB will also be convened whenever a significant change to the approved curricula must be approved by the President, MCU prior to its execution by the school/college/academy.

b. Membership. The Marine Corps University Curriculum Review Board is a body of 16 standing members, civilian or military, listed below. Additional subject matter experts, external stakeholders, and faculty members may be brought in, as required, to augment the Board for a particular issue. The 16 standing members of the CRB are the following:

- President, Marine Corps University
- Vice President for Academic Affairs, Marine Corps University
- Director, Senior Leader Development Program
- Director, Marine Corps War College
- Director, Marine Corps Command and Staff College
- Director, School of Advance Warfighting
- Director, Expeditionary Warfare School
- Director, Enlisted Professional Military Education
- Director, School of MAGTF Logistics
- Director, College of Continuing Education
- Director, Historical Division (non-voting)
- Director, Institutional Research, Assessment, and Planning (non-voting member)
- Director, PME Policy and Operations Division (non-voting member)
- Director, Academic Support Division (non-voting member)
- Joint Professional Military Education Officer (JPME), MCU (non-voting member)
- MCU Director of Financial Management (non-voting member)

The office of the Vice President for Academic Affairs shall maintain a file listing of all approved members of the Board, provide a scribe for all CRB meetings, and attend to the administrative matters associated with the Board's business operations.

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

c. CRB Responsibilities

- Review MCU programs of instruction to assess the academic rigor, adherence to the PME continuum, and accomplishment of stated course learning outcomes. Submit curricula recommendations to the President, MCU for approval.
- Review major new education program initiatives and significant curriculum changes to ensure they have defined, measurable course learning outcomes that support the established PME continuum.
- Recommend the most effective education resource allocation to meet requirements of the PME continuum within the MCU curricula.
- Present a report of its annual analysis on the integration of the PME continuum within the programs of instruction reviewed each year to the summer meeting of the President's Planning Council.
- Serve as a body to present problematic or irreconcilable PME/academic issues, with recommendations for solutions, to President's Planning Council.

6. Curriculum Review Process

The Curriculum Review Board shall establish two permanent subordinate working groups, the PME Continuum Working Group (composed of the designated rank advocates or their military representatives) and the Academic Council Working Group (composed of the academic deans or chief academic officer of each school/college/academy, including the College of Continuing Education; and the Director, Institutional Research, Assessment, and Planning).

a. The PME Continuum Working Group will define the PME continuum across the Marine Corps and provide a list of rank-specific PME elements that must be included in the resident and non-resident curricula of each MCU PME institution. In defining the PME education continuum, the rank advocates identified in reference (a) have the responsibility to collect and consolidate identified PME continuum requirements from an assortment of organizations, e.g., Office of Secretary of Defense; Chairman, Joint Chiefs of Staff; Commandant of the Marine Corps; Centers of Excellence; Operational Advisory Group, Fleet Marine Force surveys; student feedback; analytical surveys; etc. These consolidated PME requirements will be formalized and utilized by the Academic Deans at the various colleges/schools/academies to develop Programs of

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

Instruction. In addition to defining the PME continuum, the PME Continuum Working Group will provide PME policy recommendations to the VPAA and Director of PME Policy and Operations for inclusion into reference (a). Initially, the PME Continuum Working Group will meet several times throughout the year and provide its final recommendations regarding the PME continuum to the CRB and the President, MCU for approval. Once the Marine Corps PME continuum is formally approved, the PME Continuum Working Group will meet at least once a year to update and validate the established PME continuum.

b. The Academic Council Working Group will evaluate the academic rigor of MCU's resident and non-resident PME curricula prior to its presentation to a CRB. It will ensure the University's master degree-producing curricula meet the Department of Education's guidelines, as well as those outlined by the University's regional accrediting body, the Commission on Colleges, Southern Association of Colleges and Schools. The working group will ensure the rank-specific list of PME criteria elements provided by the PME Continuum Working Group, as well as any required JPME requirements, are included in the curricula as measurable course learning outcomes of the various programs of instruction of MCU, as well as evaluating the assessment metrics and data of those outcomes. The Academic Council Working Group will ensure MCU curricula meet higher education standards in all arenas, including delivery methods, recommended course credit, faculty professional development, student/teacher ratios, JPME requirements, etc. Additionally, the Academic Council Working Group will ensure the distance learning curricula of any MCU PME program, although delivered by the College of Continuing Education, reflect, as closely as possible, the learning outcomes of the resident course or program upon which it is based. The Academic Council Working Group will meet several times throughout the year and provide its input regarding the academic rigor of MCU's programs to the VPAA and to the Director of the schoolhouse scheduled for an upcoming Curriculum Review Board process.

c. The Director, Institutional Research, Assessment, and Planning (Dir, IRAP) will design University level assessment tools and surveys to assess institutional effectiveness. The Director will work closely with each school/college/academy to assist them in the development of assessment tools to measure accomplishment of identified PME program and course learning outcomes and will conduct statistical analysis on the data collected by the survey and assessment tools. The Director,

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

IRAP will work closely with the College of Continuing Education's (CCE) Director of IR/IE in order to develop a holistic statistical analysis of Marine Corps PME. The Director, as a member of the Academic Council Working Group, will present statistical data related to student accomplishment of course learning outcomes for evaluation by the Academic Council Working Group to support its discussions related to the academic rigor/effectiveness of each MCU program of instruction presented to the CRB.

d. Course Content Review Board (CCRB). The basic program review system utilized by each college/school/academy is the internal CCRB, comprised of Sub-Course Directors; Faculty; Academic Dean; the Director of IRAP; the Director of PME Policy and Operations Division (VPAA); and the Director of Academic Support Division (VPAA). In these internal academic reviews, faculty members who develop and teach the instructional programs, analyze feedback data from periodic student and faculty surveys on the effectiveness of each lesson and sub-course, as well as assessment data related to accomplishment of course learning outcomes. Faculty members also analyze feedback from surveys from graduates and their supervisors regarding the perceived relevance of the instruction presented in the course or sub-course. Through this collegial, goal-oriented analysis process, the faculty determines whether academic content should be maintained, revised, or deleted, or new material added to the curriculum. In addition to analyzing survey data compiled by the Director, Institutional Research, Assessment, and Planning, each Sub-Course Director must review the PME continuum requirements collected by the Rank Advocate (ref. b) to ensure the PME continuum elements are adequately represented in the course content. These internal faculty reviews are accomplished within the context of the school's mission and the School Director's general educational guidance for the overall program.

7. Administrative Process. Biennial curriculum approval, curriculum change proposals, or PME continuum changes must be vetted through the Curriculum Review Board utilizing one of the following enclosures: enclosure (2) the Biennial Curriculum Approval Template, enclosure (3) the Curriculum Change Template, or enclosure (4) the PME Continuum Change Template. Curriculum change that requires vetting includes any change in the curricula that affects PAJE or SACS accreditation, ACE recommendations, JPME requirements (faculty/student ratios and service mix, faculty

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

qualifications, required learning areas, etc.), substantial MCU resources, or changes to the PME continuum that affect the course learning outcomes of the curricula. The Curriculum Review Board must vet all such proposals prior to implementation by school/college/academy Directors. The Academic Dean/Director (Rank Advocate) will submit all such biennial review, curriculum change, or PME continuum change proposals using the appropriate template in a CRB package. The CRB package will include the completed applicable template, course Program of Instruction (POI), assessment tools and metrics, and CRB presentation slideshow/documents. The University recognizes electives offered at Command and Staff College varies from year to year, depending upon the expertise of the available faculty. Consequently, changes in course titles or topics for electives, from year to year, do not constitute a significant change to the program and do not require vetting through the CRB.

a. Responsibilities of the Director or College Dean of Academics. The appropriate Director (Rank Advocate) and/or Dean of Academics reviews submission packages related to the biennial approval of curriculum, PME continuum change, or curricular change affecting the college/school/academy. Once complete, the Director/Dean forwards the original submission package and an electronic copy of the package to the Vice President for Academic Affairs (VPAA) at least fifteen (15) working days prior to the convening date of a Curriculum Review Board (CRB).

b. Responsibilities of the Vice President for Academic Affairs (VPAA). Upon receiving the original forms and electronic copy of the proposal package related to the biennial approval of curriculum, PME continuum change, or curricular change affecting the college/school/academy, the VPAA ensures package completeness and schedules presentation of the proposal to the CRB. VPAA disseminates electronic copies, along with the time and location of the meeting, to the members of the CRB for advanced review and consideration ten (10) working days prior to the convening date of the CRB.

8. Policy Letter Revisions. The President, MCU, or a simple majority of the standing members of the Curriculum Review Board, may propose revisions to the signed Policy Letter. If the President approves the recommendations, a new Policy

SUBJ: MARINE CORPS UNIVERSITY (MCU) PROFESSIONAL MILITARY
EDUCATION (PME) CURRICULUM REVIEW PROCESS (CRP)

Letter, incorporating the revisions, will be issued with a new effective date.

9. Applicability. This policy is applicable to all schools/colleges/academies (including CCE), and MCU military staff and faculty.

A handwritten signature in black ink, reading "Donald R. Gardner", with a stylized flourish at the end.

DONALD R. GARDNER
President, MCU

DISTRIBUTION: Internet

Biennial Curriculum Review Board Schedule

May 06	SOML CRB	Biennial Review
Nov 06	MCWAR CRB	Biennial Review
Apr 07	SAW CRB	Biennial Review
June 07	EPME CRB	Biennial Review
Oct 07	CSC/CSC DEP CRB	Biennial Review
Mar 08	EWS/EWS DEP CRB	Biennial Review
Jun 08	SOML CRB	Biennial Review
Oct 08	MCWAR CRB	Biennial Review

Administrative Process

- Procedures for the Biennial Review are outlined in Section 7 of the MCU PME Curriculum Review Process Policy Letter.
- PME Curriculum Change and PME Continuum Change proposals will be scheduled on an "As Needed" basis.

**MARINE CORPS UNIVERSITY
BIENNIAL CURRICULUM APPROVAL TEMPLATE**

Date _____

Current Program of Instruction (POI) Information

Course Title

This program is _____ Degree Granting
 _____ Non-Degree Granting
 _____ Number of Credits Awarded
 _____ ACE Credits Recommended

Prerequisites _____

Frequency of offering _____

A. COURSE OVERVIEW

1. Provide a program overview of the major topics and subtopics.
2. Describe the basic instructional plan and methods utilized (seminars, lectures, case studies, etc.).
3. Define the program requirements (papers, lab work, projects, field trips, exercises, etc.)

B. PME CONTINUUM

1. Specify how this program or course integrates into the PME continuum.
2. List the programs, schools, and colleges, if any, this program interacts with on a regular basis.
3. Explain how the program's course learning outcomes reflect the PME continuum.
4. List each course learning outcome of this program with its associated course of instruction.
 - a. Course of Instruction #1
 - i. Learning Outcome #1
 - ii. Learning Outcome #2
 - iii. Etc., Etc.

5. Have the PME continuum requirements changed over the past two years? If so, what changes have been made to the program's course learning outcomes?

C. ASSESSMENT OF LEARNING OUTCOMES

1. How are the courses learning outcomes of each course assessed? What educational assessment tools are used? (Surveys, critiques, tests, practical exercise, etc).
2. Provide assessment data on each course learning outcome for each course.
3. Provide a historical summary of metrics, surveys, data collections, and trends for the past two years. Relate how these results have led to academic initiatives and proposals.
4. How is assessment of the Program learning outcomes coordinated with the Director, Institutional Research, Assessment and Planning?

D. COURSE/STUDENT DATA

1. Provide student breakdown: (number of seats, sister service, international officers, inter-agency, etc.) and discuss the implications of the breakdown related to required JPME student ratios.
2. Provide Course Identification Number (CID), as assigned by Formal School Training Branch (TCOM).
3. Provide a 3 year historical number of graduates and completion rate data.
4. Provide 3 year historical number of students participating in graduate degree program (if applicable).

E. FINANCIAL IMPACT

1. Budget- (Depict graphically as well as in written format)
 - a. Overall: (Funding Source, Historical, Present, Future)
 - b. Budget Breakdown by:
 - i. TAD: Student/Instructor
 - ii. Publications & Materials
 - iii. Contracts
 - iv. Facilities

v. Shortfalls/Deficiencies
vi. Etc.

F. FACULTY/STAFFING

1. Number of Admin Staff Personnel: _____ Military
_____ Civilian
2. Number of Faculty: _____ Military (Bachelors)
_____ Civilian (Bachelors)
_____ Military (Masters)
_____ Civilian (Masters)
_____ Military (Doctorate)
_____ Civilian (Doctorate)
3. Student to Faculty Ratio:
4. Staff JPME ratios:
5. Staff Development: Provide data related to the staff/faculty development programs currently in place at the college/school/academy. Discuss development programs related to continuing staff/faculty as well as programs related to new hires.

Program, School, or College Point of Contact (POC) for this proposal:

Name (please print)	Phone	e-mail address
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**MARINE CORPS UNIVERSITY CURRICULUM CHANGE
TEMPLATE**

Date: _____

Course, Sub-Course, or Program Title:

This proposed change affects ☐ Degree Granting Program
 ☐ Non-Degree Program

**This proposed change affects the number of credits
awarded in the program.** ☐ Yes ☐ No

Program credits decreased by _____

Program credits increased by _____

Frequency of offering _____

A. COURSE/SUB-COURSE/PROGRAM CHANGE OVERVIEW

1. Provide an overview of the proposed change to the course/sub-course/program listing the major topics and subtopics of instruction.
2. Provide an explanation as to how the proposed change to the course/sub-course/program fits within the existing overall program.
3. Describe the basic instructional plan and methods of instruction for the proposed change (seminars, lectures, case studies, etc.).
4. Define the proposed course/sub-course/program requirements (papers, lab work, projects, field trips, exercises, etc.).

B. PME CONTINUUM

1. What new PME continuum learning outcome(s) is/are addressed by the proposed change?
2. Specify how this new proposed program or course integrates into the PME continuum.
3. How will this change impact or interact with the other programs, schools, and colleges in terms of the PME continuum?
4. List each course learning outcome of this proposal with its associated course of instruction.

- a. Course of Instruction #1
 - i. Learning Outcome #1
 - ii. Learning Outcome #2
 - iii. Etc., Etc.

C. ASSESSMENT OF LEARNING OUTCOMES

1. How will the proposed course/sub-course/program learning outcomes be assessed? What educational assessment tools will be used? (Surveys, critiques, tests, practical exercise, etc).
2. Attach proposed metrics, surveys, and data collection examples to be used to capture the effectiveness of the new/revised program/course/sub-course.
3. How will assessment of the proposed learning outcomes be coordinated with the Director, Institutional Research, Assessment and Planning?

D. COURSE/STUDENT DATA

1. Provide proposed student breakdown for students attending this proposed program/course/sub-course: (number of seats, sister service, international officers, inter-agency, etc) and implications to JPME student-faculty ratio and JPME student mix.
2. Provide anticipated average number of students participating in the proposed program.

E. FINANCIAL IMPACT

1. Describe impact of proposed change on existing college/school/academy budget.
2. Are there identified cost offsets within the existing program or is this an unfunded requirement?
3. Graphically depict budget breakdown for existing program without the proposed change. Graphically depict budget breakdown for entire program with the proposed change included. Include the following in each graph:
 - a. Faculty costs (additional new and adjunct faculty required?)
 - b. TAD: Student/Instructor
 - c. Publications & Materials
 - d. Contracts
 - e. Facilities
 - f. Shortfalls/Deficiencies

stMARINE CORPS UNIVERSITY
PME CONTINUUM CHANGE TEMPLATE

Use this form to submit proposals for revision to the MCU PME Continuum.

1. Identify the PME continuum task that must be added/deleted/revised.
2. Explain why the PME continuum task must be added/deleted/revised. What is the source of the change requirement?
3. Explain how the proposed PME continuum addition/deletion/revision will impact the entire Marine Corps PME continuum. (Identify the ranks affected by the change and specify the impact at each level across the PME continuum).
4. Identify the implementation date of the proposed change (in terms of affect on course learning outcomes) among the PME colleges/schools/academies of MCU.
5. Impact on Other Programs, Schools, Colleges, and Academies
 - Would the proposal increase or decrease the number of total requirements addressed by the University?
 - Would the proposal affect the PAJE/SACS/ACE recommendations or accreditation for any of the MCU programs, courses, sub-courses?
 - List the programs, schools, and colleges, if any, which will be impacted by this proposal.

Rank Advocate submitting the Proposal:

Name (please print)

Phone

E-mail address